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ABSTRACT

This publication is intended to train workshop participants in writing performance objectives and developing accountability measures. A glossary of terms, information on a workshop technique, recommended sequence for developing an educational accountability program, and guidelines for writing and planning performance objectives are presented. A number of worksheets for writing performance objectives and for evaluating progress in vocational education courses are also included. (HV)

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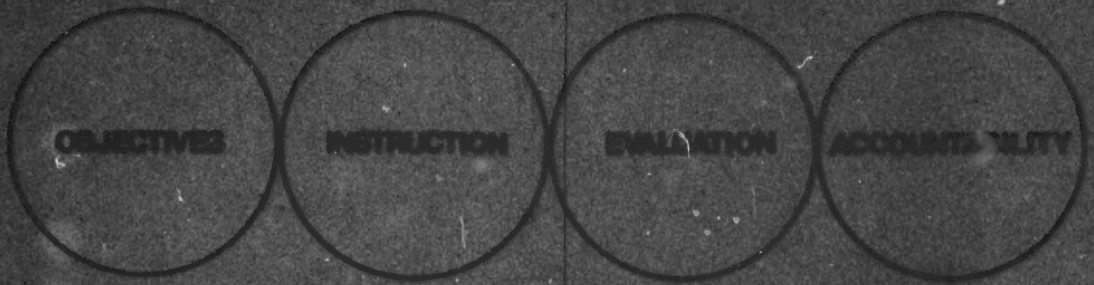
EDUCATIONAL ACCOUNTABILITY THROUGH EVALUATION OF OBJECTIVES



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© EDUCATIONAL ACCOUNTABILITY IMPLEMENTATION THROUGH THE USE OF PERFORMANCE OBJECTIVES

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PREFACE

Today, accountability is a keyword in education and in other public-supported institutions or endeavors. Accountability can only be accomplished if and when various systems of instruction and evaluation are used in connection with clearly stated objectives.

Performance objectives stated in behavioral terms can contribute toward this systematic analysis of various programs so that a measurable accomplishment can be assessed.

At the present time, there is a need for teachers and administrators to gain skill in selecting or generating a variety of appropriate instructional and evaluative tools to facilitate the attainment of their students' objectives; to commit themselves to translate general overt objectives into specific and attainable instructional objectives; and to become more precise in their statements about what they and their students are aiming for in the educative process.

This publication is intended to facilitate or aid the participants through a concentrated effort of writing performance objectives and developing accountability measures in an in-service type of workshop situation. Perhaps through the use of these materials the participants will be better able to recognize well written performance objectives as well as to gain the skill necessary to write the performance objectives for their institutions. Subsequently, a system of evaluation for accountability may be developed.

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TABLE OF CONTENTS

Introduction 1

Definition of Terms 2

A Workshop Technique 3

Educational Accountability 4

Writing and Planning Performance Objectives 5

Evaluation Through Performance Objectives 10

Summary 12

Bibliography 14

Appendix A

Appendix B

Appendix C

INTRODUCTION

Perhaps the type of instructional strategy being advocated today is one which can be evaluated in terms of some explainable change of behavior. This requires a great amount of effort on the part of the instructor since he must be sure that the outcomes of his instruction are measurable.

There has been a great deal of verbal support to this subject of writing objectives that are measurable. But, since this is a time-consuming task, less has been done in this area than we would hope. Instructors can be aided in the task of writing objectives by some released time as well as through a simplified group effort. This method of developing objectives through group strategy is explained in this writing.

This process has been used with a great amount of confidence and satisfaction with groups of instructors who were interested in developing performance-based objectives which were measurable. The total task of generating the objectives as well as evaluative items can be completed with a minimum of time, money, or discomfort with this method.

In some cases, the selection of objectives from a group of objectives which have already been developed by the teachers and administrators involved may be the most plausible method to use. This process will function exceedingly well. The only change in the strategy which will be necessary centers around the first step of generating the objectives. In the case of selection, the group goes immediately to ranking rather than generating the objectives. Those objectives which are selected, in this case, are ranked according to the wishes of the group.

DEFINITION OF TERMS

Educational Accountability Program:

A program designed to define and measure quality in education and thus to help the public schools to achieve such quality and to expand the life opportunities and options of the students of the state; further to provide to local school boards assistance in helping their school patrons to determine the relative value of their school program as compared to its cost.

Goal:

A statement of direction, purpose, or intent, based on identified needs. It is general and timeless; that is, specific achievement within a definite time period is not a prerequisite to its attainment.

Performance Objective:

A statement of a measurable desired behavior or output attainable by the students within a stated period of time; the attainment of the objectives contributes to the fulfillment of goals.

Process or Operational Objective:

A statement of what the local board of education and school district personnel will do within a given period of time to help students attain performance objectives.

Program:

A set of interrelated activities designed to achieve performance objectives over a period of time - - normally multi-year. More than one objective may be identified with a program; several programs may be directed toward achieving a single objective.

Program Structure:

A structured arrangement of programs that demonstrates the relationship of activities to goals and objectives. The structure contains categories of activities with common output objectives.

Resource:

An available source of supply, support, or assistance. Resources may be personnel, finances, facilities, equipment, or materials.

Evaluation:

An appraisal of program accomplishments in terms of performance and process objectives.

Cost:

The total amount of money used by a local district in the accomplishment of its educational accountability program.

District:

District means a school district organized and existing pursuant to law, but shall not include a junior college district.

Local Board:

Local Board means the local board of education for a school district.

State Board:

State Board means the State Board of Education and/or State Board for Vocational Education.

A WORKSHOP TECHNIQUE

This technique utilizes group effort in formulating objectives and in setting priorities on those objectives for school districts, departments,and curricula. It is intended to get expert opinion without bringing the experts together in any kind of face-to-face confrontation. Contact is generally made with the experts through successive questionnaires and feedback with each round of questions designed to produce useable objectives.

The procedure has been used extensively in predicting long-range developments in defense,automation, space research, and other scientific-technological areas, and can be used to advantage for formulating goals and objectives and in setting priorities for school districts and school programs.

The technique can be used to generate objectives through the use of instructors, supervisors, and administrators working individually or in groups. The process utilizes a group of questionnaires or forms which contain incomplete statements which elicit certain desired endings for the statements. It is the task of the workshop participants to complete the statements with as many endings as possible. After all the participants have completed the forms, the statements which were written are reproduced with provisions made for ranking. Participants then rank the statements, by placing a number one with those which rank top priority, and increasingly larger numerical values as the priority rank decreases. (See Worksheet No. 6h, Appendix A.)

After all ranking has been completed the statements are again reproduced in order according to the rank which is arrived at either arithmetically or by the frequency of occurrence for particular ratings.

The final stage in the process consists of reviewing the final list with all participants to ensure that the objectives written are acceptable.

EDUCATIONAL ACCOUNTABILITY

Introduction

Many states are in the process of adopting legislation requiring an accountability program to define and measure quality in education, and thus assist the public schools in achieving a desired quality and to expand the life opportunities and options of the students of the state.

Under such mandate conditions each individual district is charged with the responsibility of developing broad goals and specific performance objectives for the educational process, as well as developing or identifying means by which the students can advance toward these goals and objectives.

The district will also be charged with the responsibility of developing a means for evaluating the achievement and performance of students. In the districts the boards must adopt plans for local accountability programs designed to measure the adequacy and efficiency of the educational programs offered.

Educational accountability can best be achieved through a systematic procedure of writing broad goals and specific performance objectives which are compatible with the broad goals. It is then necessary to evaluate the specific objectives as well as the broad goals to ascertain whether or not the goals and objectives have been met. It is only through a system such as this that the relative value of school programs can be compared to cost.

Accountability Program Development

The development of an educational accountability program shall consist of the following five sequential phases:

1. Develop, analyze, redefine, and improve a statement of goals for the district.

2. Identify and prepare statements of performance objectives and operational objectives.

3. Improve, modify, or develop programs to achieve performance objectives and operational objectives.

4. Evaluate, determine, and report effectiveness, efficiency, and costs of the established programs in terms of the stated goals, performance objectives,and operational objectives.

5. Redefine and modify any of the sequential phases or parts of a sequential phase within a program in terms of the strengths and weaknesses of the program that may appear.

It is imperative that the needs of each and every student be foremost in the development of performance objectives. By this it is meant that needed time for learning must become variable with level of competence being more stable depending upon the competence of the individual.

WRITING AND PLANNING PERFORMANCE OBJECTIVES

The Challenge to Vocational Educators

Educators must meet this challenge of writing statements of performance objectives that contain elements of creative behavior and attitudes such as flexibility, willingness to learn new things, etc. The task of writing performance objectives constitutes a beginning and not an end of the process of improving the teaching-learning process. The instructor, through the use of performance objectives, makes clear to the student and to other teachers what the learner is expected to achieve and he also defines the learning activities to be used.

Performance Objectives Facilitate Improvement of Instruction

The use of performance objectives allows an instructor, once he has evaluated his students' performance, to analyze and adjust his teaching techniques. If there was a poor attainment of expected behaviors, the instructor will know it. He may wish to revise his objectives. If he feels the students were not at fault, review of the objectives may be necessary. If the objectives are appropriate the next question is "What changes in teaching techniques are needed to bring about the desired changes?" The major advantage is that by using performance objectives and evaluation based on these objectives, the teacher can determine whether or not learning took place as desired.

Performance Objectives and Accountability

Perhaps the major advantage attributed to performance objectives is that they facilitate evaluation. A performance objective has a "built-in" evaluation, since one can determine whether or not he has met the objective which was pursued. This is because objectives written in performance terms are not open to many interpretations, ie., terms are used that specify explicit behavior. Through this method a student can be held accountable for his performance objectives. By the same token the instructor, as well as the institution, can be held accountable with respect to the objectives which have been set at an earlier time.

Characteristics of Performance Objectives

1. A description of a performance is stated behaviorally in concrete terms to

demonstrate that which is measurable and observable. Verbs of action are important in specifying what is to be accomplished.

2. A description of a performance specifies most conditions under which the performance will take place.

3. A description of performance specifies the steps in proper sequence, when appropriate, that occurs when the performance is executed.

4. A universally understood performance objective will permit several teachers to be accountable for the same similar objectives.

5. A relevant performance objective should motivate the student for it provides him with a specific objective and makes him precisely aware of what he needs to add to his knowledge and skills to achieve that objective.

Advantages of Performance Objectives

1. Permits the student to select the material or instructional content he needs on the basis of his present knowledge and skill for learning each new topic.

2. Permits the development of well-defined short learning sequences, identifiable conditions of learning, as well as clearly defined relevant objectives.

3. Permits educational objectives and tests or examinations to be precisely correlated.

4. Permits the student to be given the task of learning something he does not know.

Details of Writing Performance Objectives

Quite often instructors have beautiful but vague ideas about the purpose of their courses, units, or lessons but have not committed themselves to the tedious task of setting these down on paper. They chose subject matter, methods, and details according to many criteria, but seldom call upon the objectives they are carrying around in their head. They then wonder why the student fails to learn what they want him to learn.

Before getting involved in writing specific objectives, there are some general considerations to be made:

Objectives should be clear and concise. The instructor should not be concerned with writing beautiful and flowery statements. He is not producing a work

that the literature critic will judge. He should be interested in writing the objective so that anyone who is knowledgeable in the subject can read and know precisely what is meant. There should be no room for misinterpretation.

The objectives should be realistic and fit the grade level and individual competence for which they are written.

Objectives should be attainable by instruction and capable of being measured. Many instructors claim they teach such things as honesty, creativity, and leadership to name but a few. In reality, they have done very little to foster these ideas, let alone actually provided instruction to develop and then measure them.

Specific objectives listed for a particular unit or course should be claimed only if the course develops them entirely, or more so than any other courses, or to a significant degree.

There should be only as many objectives as are necessary or appropriate for the course or unit.

The details of writing specific objectives can be divided into four basic parts or steps, all of which are necessary parts. First, they should be stated from the learner's point of view. The second step is one of stating what is expected of the learner in behavioral terms. Third, the conditions under which this behavior is to occur should be described, and fourth, the level of proficiency or the mastery criterion is to be stated.

Perhaps one should look at each step in detail. It may seem unnecessary to say that an objective should be stated from the learner's point of view. However, if one would look at objectives which are commonly written, one will see that this is a crucial point. Many instructors are thinking in terms of what they will do, and so write statements such as "encourage the student to," or "stimulate the student to." This type of objective is stated from the instructor's point of view and can lead to unnecessary pitfalls. Performance objectives should always start with the learner or the student and go from there.

The second important part in writing an objective is stating it as an observable behavior. When we say it should be stated as an observable behavior, we are talking about the behavior the learner is to exhibit in order to demonstrate that he learned what he is expected to learn. When writing objectives, one must be as specific as possible in the choice of words describing the behavior. A good rule of thumb to follow is one of trying to visualize the behavior stated. For example, "the student is to develop an appreciation for the democratic way of life." If one would ask five persons to write down exactly what the student is doing when he is demonstrating the attainment of this objective, it is suspected that one would get several different answers.

In this example it is difficult to picture or visualize the behavior. If there is considerable difficulty in describing or if each description is different, then we know that the statement has not been specific enough and is open to misinterpretation. Action verbs, Appendix B, are very beneficial in stating these objectives.

A third important step is specifying the conditions under which the behavior will be performed. Will the learner be able to use notes and references or must he rely on his memory alone? Will there be a time limit and specific place where he is to perform? If so, this should be included in the objective. If no time limits, use of references, etc. are stated we can assume that they are not conditions which have to be met. If this cannot be assumed, then make sure the pertinent conditions are included. Since the attainment of measurement of many objectives in our schools is based on examinations of some kind, the testing situation will probably best describe the conditions.

The fourth step is one of stating the acceptable level of performance or mastery at which the behavior is to be demonstrated so that we can determine success or failure. Just how well is the learner to perform to be able to say he has succeeded? In the case of repairing a car engine, would we say that the learner was successful if he makes the engine run? If the objective is one of having knowledge of the parts of a flower and demonstrating this knowledge by pointing out and naming each part, with how many different kinds of flowers should the learner be able to do this? Does he have to know all the parts or just some of them? Can he get along by being able to name half of them? This will usually be a subjective determination made rather arbitrarily by the instructor, but it should be based, as much as possible, upon the knowledge the instructor has concerning the particular group of learners and the difficulty of the task. If the instructor's expectations are too low or too high, some alterations may be needed. The best advice that can be offered is to be as realistic as possible. Even if the instructor may have limited experience, he should set some level of proficiency.

In summary one can say that the four important steps in writing performance objectives are found in the answers to the following questions:

1. Who is doing the behaving?
2. Is the learner doing or producing something?
3. Under what condition is the learner behavior to occur?
4. What is the mastery criterion?

Planning Instructional Objectives

The first phase of the preparation stage is to write a job description for which you

intend to prepare the student. This is a general statement about what a person on the job does, and tells something about the conditions under which he does them; it is not a description of what he knows.

Job descriptions can be written from your knowledge of the trade, from the knowledge of other tradesmen on the job, or they can be obtained from the Dictionary of Occupational Titles (D.O.T.). It is important to include all classes of things that are done on the job, even though they don't relate to the basic skill. If, for example, the job you will be teaching is auto mechanics, and if the mechanic on the job is required to fill out certain forms or to do other paper work, include that fact in the job description. If the man on the job is expected to give an occasional guided tour through the work area, include that. A job description describes the job as it is – not as you would like it to be.

The job description is adequate when it contains a comment about each of the kinds of activities a person engages in during his performance of the job, and when it suggests the special or unusual conditions associated with the performance of the job.

The second phase which is required in writing performance objectives is to conduct a task analysis. A task is a logically related set of actions required for the completion of a job objective. A task is a complete job element. For example, one of the tasks that must be performed by the auto mechanic is that of changing a tire; all the steps involved in tire changing go to make up the complete task.

The first step in the task analysis is listing all the tasks that might be included in the job. You can probably list most of them by looking at the job description. You may wish to have one who is now working on the job to look at the list of tasks you have compiled to see that you haven't omitted something.

The second step in the task analysis is to list the steps involved in performing each of the tasks in terms of what a person does when he performs the step rather than in terms of what must be known. The skilled craftsman needs to be able to recognize when he has performed the task correctly or successfully.

The third phase in the preparation of performance goals is to write statements or items which describe the desired behavior of the student at the time he leaves the course. It is prepared in enough detail so another professional instructor could turn out a student who could to the kinds of things you want him to do at the proficiency level you desire.

The key to the question is this:

> What kind of things should the student be able to do at the end of the course that will most facilitate his becoming a skilled craftsman in the least amount of time?

To prepare your own objectives, use your task analysis sheets as your guide. In practice, you will have as many or more statements as you have tasks on your list.

One last comment: objectives are frequently written before the course is prepared, but they are constantly modified as experience reveals gaps, unrealistic expectations, or other ways in which they may be improved.

In brief, the following steps in writing performance objectives are used:

1. Write the job descriptions
2. Conduct the task analysis
3. Write the performance objectives
4. Evaluate the effectiveness of the objectives
5. Revise the objectives if necessary

EVALUATION THROUGH PERFORMANCE OBJECTIVES

Accountability in education can best be measured when one has measurable objectives. To measure these objectives the behaviors of the individual must be assessed through some form of relevant and representative test item. These can be constructed through the use of objectives which have been carefully written so as to have given the outcomes of instruction.

For valid results, the sample of behavior, which is obtained by a test, must be in harmony with both the instructional objectives and the subject matter emphasized in the instruction.

Perhaps if one is to determine the efficiency of a program or to assign efficiency of a program or to assign grades to a student in a particular course or class one should pay particular attention to the improvement the student has made in his knowledge or upon his improvement in various skills. If one is to assess this improvement or net gain in the course, it will be necessary to determine at what point the student enters the course or class. For this purpose one can devise a pre-test which can be administered to all entering students.

When students come into a course lacking various prerequisite skills or knowledge, the normal response is to provide remedial instruction. However, students also enter a course knowing more than the prerequisites assume; in this case a student may be able to take advantage of advanced placement.

The prerequisite test or pre-test should be constructed from the material which is

prerequisite to the course; however, the criterion test or post-test is constructed solely from the course objectives. The object of the criterion examination or post-test is to determine how well the students' performance at the end of the instruction coincides with performance called for in the objectives. The object of the post-test is not to see how well the student retains whatever he happened to be told during the course. The students can be evaluated on the basis of how closely their performance approximates the performance called for in the course objectives. With this method one is not comparing students against each other, but with a comparison of each student against a predicted criterion.

This method of evaluation requires that the instructor generate test items that will determine whether or not the student can perform as required, rather than test items that are "difficult" enough so there will always be some students who fail. For example: If one of the objectives of the course calls for the student to turn a table leg from a rectangular walnut stock to a specified size and taper in a certain length of time, then the appropriate test item is to ask the student to turn the table leg within specified dimensions and time. If all students can perform as specified, it is wrong to make the test item more difficult arbitrarily. If none of the students can perform as specified, one does not make the test item easier...instead the instruction should be improved. After all, the object is to teach students, not fail them.

The following guidelines can be used in the preparation of the post-test:

1. Use the performance or instructional objectives as a guide.

2. Prepare as many items as necessary to obtain a good sample of how well the student meets the objectives.

3. Prepare items that will be most appropriate to evaluate the students' performance on various kinds of objectives.

4. Create items that call for the same kind of specific behaviors as in the objective. For example:

   If an objective calls for a student to use a certain tool, then create test items that cause him to use the tool. In this case it would be inappropriate to ask him to write an essay about the use of the tool or to answer multiple-choice questions about the use of the tool.

   If an objective calls for the ability to repair something, then the appropriate test item is one that asks the student to repair that article or item. Again, an essay or multiple-choice item is not appropriate. Examples of test items which are generated from objectives which are to be tested are included in Appendix C.

SUMMARY

With the increased emphasis upon accountability, performance objectives become a necessary vehicle in order to be able to assess whether one is achieving desired outcomes in instruction. Since a great many instructors experience difficulty in writing these objectives, this packet has been compiled in order to assist in this task.

To be able to use this material, certain procedures will prove helpful. The following procedures are suggested to aid in writing objectives:

1. To obtain a better understanding of writing objectives, complete Exercises I, II, III, and IV in Appendix B after reading the section, Details of Writing Performance Objectives.

2. Complete Worksheet No. 1 in Appendix A. Part 1 in the exercise is to help you to write the essential elements for Performance Objectives. Part 2 is to assist you in writing the job description for your position.

3. Determine the level at which you are to start writing objectives.

4. Assemble a group of instructors, supervisors, or administrators who have a common need for the area of objectives to be written.

5. Have each group participant complete the proper statement, depending upon the level for which the objectives are to be written:
   A. For district objectives Worksheet No. 2 in Appendix A is suggested.
   B. Should you wish to write objectives for the Administration, Worksheet No. 5a in Appendix A would be the proper one.
   C. Should the group have an interest in writing program objectives, perhaps Worksheets No. 5b — No. 5e in Appendix A would be indicative of the forms to be used.

6. Upon completion of the first set of objectives, these objectives should be typed as shown on Worksheet No. 6h, so that the participants may rank them. During the ranking process, various errors and duplications may be corrected as well as a ranking of the more important to the least important.

7. Continue the writing and ranking process until you have finished all levels of objectives. Perhaps with a small department, instructional objectives may not be able to be ranked; however, the process could be used and outsiders may critique objectives for form to aid in correcting writing errors.

8. After all objectives are written, groups may assemble to write evaluative items for areas where the groups have a common interest.

9. Duplicate and put the objectives into use.

10. Revise and update objectives when necessary as indicated through the use of the objectives in the classroom.

Through the use of these procedures, an almost insurmountable task is reduced to one which is reasonable. The technique allows instructors and other groups to interact and help each other to arrive at common goals.

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APPENDIX A

WORKSHEET No. 1

Name:_____ Date: _____

1. Participants in this workshop undoubtedly vary considerably in their knowledge and understanding of Performance Objectives. In the space below and on the back of this sheet, please list the four basic steps to be followed in writing performance objectives.

2. The presentation of job performance objectives is central to any vocational-technical objectives system. In the space provided below, please write three job performance objectives that you believe are legitimate to your present job.

   1. _____

   2. _____

   3. _____

WORKSHEET No. 2

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

In the decade ahead, District No. 50 Vocational Education Department should provide the following to assist students in reaching their objectives:

1.

2.

3.

EXAMPLES:

1. Facilities to adequately house 1000 students.
2. Adequately prepared instructors.
3. Guidance and counseling services for all students.
4. Equipment in the various areas of training to adequately prepare students for the world of work.

(Use the back of this worksheet if necessary)

WORKSHEET No. 5a

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

In the decade ahead, the Administration of School District No. 50 should provide the following to assist students in reaching their educational objectives:

1.

2.

3.

EXAMPLES:

1. Financial support to the best of their ability for instructional materials, equipment, and facilities.

2. Up-to-date employment information for various areas of study.

3. Constant evaluation of curricula to ensure that it is meeting the needs of industry or the world of work.

(Use the back of this sheet if necessary)

WORKSHEET No. 5b

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

Upon completion of the Vocational Agricultural Program, the student will:

1.

2.

3.

EXAMPLES:

1. Have received information and skills necessary to become satisfactorily established in farming, ranching, or other agriculturally related occupations.
2. Have upgraded his leadership abilities.
3. Be prepared to develop Farm and Home Management Plans.

(Use the back of this sheet if necessary)

WORKSHEET No. 5c

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

Upon completion of the Business and Office Education Program, the student will:

1.

2.

3.

EXAMPLE:

1. Be prepared to enter jobs with skills required of a clerk-typist.
2. Have acquired personal traits of grooming necessary for clerk-typists.
3. Have acquired a knowledge of ethics required of clerk-typists.

(Use the back of this sheet if necessary)

WORKSHEET No. 5d

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

Upon completion of the Distributive Education Program, the student will:

1.

2.

3.

EXAMPLE:

1. Be prepared to enter the distribution and marketing field of employment.
2. Have developed leadership abilities which will be of value to him in the business world.
3. Have developed skills in making out job applications and in conducting interviews.

(Use the back of this sheet if necessary)

WORKSHEET No. 5e

PLEASE PROVIDE TWO OR MORE ENDINGS TO THE FOLLOWING SENTENCE:

Upon completion of the Electricity Program, the student will:

1.

2.

3.

EXAMPLE:

1. **Be prepared to enter the Electrical Trades.**
2. **Have acquired skills in troubleshooting and repairing various electrical equipment.**
3. **Be familiar with home lighting and power circuits.**

(Use the back of this sheet if necessary)

WORKSHEET No. 6h

Instructions: Following the statement of each objective, indicate the priority you would attach to it by using the following key:

1. Top Priority
2. 2nd Priority
3. 3rd Priority
4. 4th Priority
5. 5th Priority

Statement of Objectives for the Home Economics Department	Priority
1. The Home Economics Department will provide experiences which will enable the student to make decisions and accept the responsibility for these decisions.	_____
2. The Home Economics Department will provide the experiences to assist the student in planning a total health program.	_____
3. The Home Economics Department will provide for experiences which will enable the student to develop a better human relationship with her family, neighbors, country, and the world.	_____
4. The Home Economics Department will provide experiences for the student which will enable her to manage her time, money, and energy.	_____
5. The Home Economics Department will provide experiences for the student which will enable her to plan the profitable and pleasurable use of leisure time.	_____

WORKSHEET No. 8a

PLEASE PROVIDE AS MANY ENDINGS FOR THE FOLLOWING SENTENCE AS YOU POSSIBLY CAN.

At the completion of the Automotive I course, the student will:

1.

2.

3.

EXAMPLE:

1. **Be proficient in performing minor tune-up on all American-made automobiles within allotted time described by the latest edition of Chilton's flat rate manual with zero mistakes.**

2. **Diagnose accurately and quickly all items indicating a need for a minor tune-up within twenty (20) minutes with 100% accuracy.**

3. **Demonstrate the correct use of all electronic test equipment used in a minor tune-up during the specified flat rate time with zero difficulties.**

(Use the back of this sheet if necessary)

WORKSHEET No. 10

PLEASE PROVIDE AS MANY INSTRUCTIONAL PERFORMANCE OBJECTIVES AS NECESSARY FOR THE STUDENT TO ACQUIRE THE SKILLS AND KNOWLEDGE REQUIRED FOR JOB ENTRY.

1.

2.

3.

EXAMPLE:

1. Given an American-made automobile, and a Sun 1020 electronic diagnosis engine tester, connect the tester to the engine in one minute with no difficulty.

2. Given an American-made automobile on which has been connected a Sun 1020 electronic diagnosis tester, set up and perform the distributor resistance test in one minute with zero difficulty.

(Use the back side of this sheet if necessary)

APPENDIX B

ACTION VERBS

Acts
Add
Adhere
Alter
Answer
Apply
Assemble
Assist

Build
Buck

Calibrate
Chart
Choose
Clean
Combine
Compare
Complete
Complies
Computes
Connect

Define
Describe
Design
Develop
Display
Distribute
Divide
Draw
Drill

End
Enter
Explain
Extend

File
Fit
Follow
Form
Frame

Generate

Give
Graph
Grasp
Greet
Grind
Grip
Group
Grout
Grow
Guide

Hammer
Hand
Handle
Hang
Heat
Help
Hit
Hold
Hook
Hypenate

Identify
Increase
Indent
Indicate
Induce
Influence
Inform
Insert
Integrate
Invite
Insolate
Itemize

Join
Justify

Keep
Kick
Knit
Knock
Know

Label

Lace
Lead
Let
Lift
Light
Limit
List
Listen
Locate

Make
Manipulate
March
Mark
Match
Measure
Melt
Mend
Mix
Modify
Mold
Move
Multiply
Mute

Nail
Name
Number

Offer
Omit
Open
Operate
Order
Organize
Outline

Paint
Paraphrase
Participate
Pass
Pat
Perform
Pick
Plan

Plant
Plot
Pluck
Point to
Pour
Practice
Predict
Prepare
Present
Press
Proceed
Produce
Propose
Prove
Pull
Push
Put

Quarter
Question
Quote

Raise
React
Read
Rearrange
Recite
Recognize
Recombine
Reconstruct
Record
Reduce
Regroup
Relate
Remove
Rename
Reorder
Reorganize
Repeat
Rephrase
Replace
Replies
Report
Reproduce
Reset
Restate

Restructure
Retell
Return
Revise
Rewrite
Ride
Rip
Roll
Rub

Sand
Saw
Search
Select
Separate
Serve
Shake
Share
Show
Sign
Simplify
Sing
Sketch
Skip
Smooth
Solve
Speak
Specify
Spell
Square
Stamp
Start
State
Stick
Stir
Stretch
Strum
Subdivide
Substitute
Subtract
Summarize
Support
Swing
Synthesize

Tabulate
Tally
Tap
Taste
Take
Tear
Tell
Throw
Tie
Time
Toss
Touch
Trace
Translate
Transfer
Trim
Turn
Twist
Type

Unbutton
Uncover
Underline
Untie
Use

Varnish
Vary
Verbalize
Verify
Volunteer

Walk
Wash
Watch
Wear
Weave
Weigh
Whistle
Wipe
Work
Wrap
Write

Zip

EXERCISE I

Criterion 1: Who is doing the behaving?

	Check the proper response	
	Learner	Teacher
1. To name the principal parts of a lathe.		
2. To teach the types of fasteners.		
3. To use a film to introduce simple machines.		
4. To state the principles of salesmanship in writing.		
5. To construct a model airplane.		
6. To cover the uses of the Iron-Iron Carbide diagram for heattreating purposes.		
7. To name the most common machine tools.		

EXERCISE II

Criterion 2: Is the learner doing or producing something?
Is the "Action VERB" measurable?

		Yes	No
1.	To name the three primary colors from memory.		
2.	To understand that multiplication is repeated addition.		
3.	To appreciate the use of the electronic calculator.		
4.	To construct an outline of chapter 5 in the Physical Metallurgy Textbook.		
5.	To list chronologically the steps in preparing a metallographic specimen for viewing with the Bausch and Lamb metallograph.		
6.	To develop good safety habits.		
7.	To know how a radio works.		
8.	The learner describes the function of a X-ray tube.		

EXERCISE III

1. Given a list of 95 common electrical and electronic terms, the student will pronounce all the terms correctly.

2. To identify the electrical Resistor Color Code.

3. To identify well-balanced meals when presented with ten breakfast menus.

4. To name the electronic symbols when given a sheet with the symbols listed.

5. To recite Newtons third law.

6. To name ten types of steel when given the SAE number.

7. To fill out a bill of materials for materials used in constructing a Punch and Die.

EXERCISE IV

Criterion 4: What is the Mastery Criterion?

1. To list seven prime numbers in ten seconds.
2. To reduce common fractions to their lowest terms.
3. To name the types of destructive testing covered in the metallurgy text with 100 percent accuracy.
4. To assemble a two-barrel Rochester carburetor in 15 minutes.
5. To trace a fixture drawing.
6. To name each kind of wood when presented with a sample.
7. To remove and replace a Delco Remy generator on a 1962 Chevrolet according to flat rate time.

APPENDIX C

PERFORMANCE OBJECTIVES (6)
FOR
CLERICAL PROGRAM FOR DISADVANTAGED ADULTS

1. Upon completion of the program, seventy per cent of the adults will be able to type a maximum of 35-40 words a minute on a five-minute writing with no more than five errors.

2. Upon completion of the program, 70% of the adults will be able to compose short business letters, using correct punctuation, spelling, and grammar and applying basic typewriting principles.

3. Upon completion of the training, the adults will be able to perform simple tasks and solve problems on office machines – adding machines, calculators, duplicating equipment (stencil duplicator, fluid duplicator, multilith).

4. Sixty-five percent of the adults will make an average or above-average score on a test of filing principles.

5. At the end of the training, 65% of the adults will be able to identify, from a recording of their voices, all mistakes in word usage. They will also be able to differentiate between correct and incorrect word usage by listening to recordings that others have made.

6. Upon completion of the program, 60% of the adults will be able to obtain employment in an office. They will possess desirable attitudes and work habits. This will be evidenced by observing the adults during training, as well as using information gathered on the follow-up study that will be conducted after completion of the project.

PERFORMANCE OBJECTIVES (6)
FOR
HOME ECONOMICS I

1. After the first two weeks in Home Economics I "Clothing" Unit, all students will be able to identify the basic parts of a sewing machine and prepare the machine for regular sewing.

2. Before beginning the lab section of the unit, "Meals for a Day," 75% of the Home Economics I students will be able to classify foods into the Basic Food Groups, list the basic nutrients, the basic function of each, and examples of foods for each.

3. Upon completing the unit "Meals for a Day," 85% of the Home Economics I students will be able to write simple menus and follow through with appropriate work schedule, recipes, table settings, market order, and clean-up procedure.

4. At the end of a 4-week unit on "Child Care" at the Home Economics I level, 80% of the group will be able to list on a test at least five responsibilities of a baby sitter and five responsibilities of the child's parents and give reasons for their importance.

5. At the end of the Grooming unit on the Home Economics I level, 50% of the class will complete a grooming project on the topic that is felt to be most necessary to the individual, summarized on a form and evaluated according to objectives and plans written up and turned in at the beginning of the project.

PERFORMANCE OBJECTIVES FOR ELECTRICITY [6]

1. After 10 classroom hours of instruction on meters in Industrial Electricity, each student will be able to connect and read a D.C. ampere meter to a tolerance of ± 2% of full scale. (Psychomotor)

2. After 100 classroom hours of instruction in housewiring theory and practice, each student will install a light controlled at two separate points in accordance with the National Electrical Code on the first try. (Psychomotor)

3. After 960 hours of instruction in Industrial Electricity, a student will be able to identify wire size on sight. (Cognitive)

4. After 50 hours of instruction in National Electrical Code, a student will have a working knowledge of the code as required by his job. (Affective)

PERFORMANCE OBJECTIVES FOR DRAFTING [6]

1. After 960 hours of drafting a student will pass (60%) a written test of not less than 100 questions on geometric construction. (Cognitive)

2. After 960 hours of drafting a student will draw in detail an assembly of a given piece of machinery with no more than one mistake per plate. (Psychomotor)

3. After 960 hours of drafting a student will draw a full set of house plans accurate enough for a house to be built from them. (Psychomotor)

4. After 960 hours of drafting a student will dress and act properly enough to satisfactorily get and hold a job. (Affective)

EXAMPLES OF THE USE OF PERFORMANCE OBJECTIVES TO GENERATE TEST ITEMS WHICH CAN BE USED TO DETERMINE WHETHER THE STUDENT HAS ACHIEVED THE OBJECTIVES MENTIONED

Objective: The student will be able to use the slide rule to find the log of a three-digit number.

Test Item: Using your slide rule, find the log of the following numbers:

a.) 456
b.) 0.0752
c.) 34.5

Objective: Given a metal engine lathe, with appropriate tools and one-inch C.R.S., turn a bushing punch according to blueprint number MS 6842 in 45 minutes.

Test Item: Turn a bushing punch according to specifications contained in blueprint number MS 6842 in 45 minutes.

Objective: Given an assortment of merchandise and their prices, the student will be able to make the appropriate sales slips, tax included, without error, in ten minutes.

Test Item: Fill out a sales slip for the following merchandise: 1lawn mower @$89.95, 2 bags of lawn food @$5.95, and 3 50-foot length of garden hose @$2.50 per item; include sales tax of 4 percent.

Objective: At the completion of this course the student will be able to dissassemble as well as correctly assemble a 4-cycle lawn mower engine in 4 hours.

Test Item: Given a 4-cycle lawn mower engine with the flywheel, breaker point, condensor and shroud which are dissassembled. Reassemble the engine in 45 minutes.

Objective: At the completion of the management training course, the student will have developed good speech, writing, and group work techniques.

Specific Objective: Maintain good eye-contact with audience.

Test Item: How effective is the speaker in maintaining eye contact with the audience?

1	2	3	4	5
Ineffective	Below Average	Average	Above Average	Very Effective

PERFORMANCE OBJECTIVES (6)
FOR
HORTICULTURE

1. After class discussion and demonstration of the grafting techniques, each student will develop the skill to complete twelve whip grafts within a 60-minute period in such a way that 90% of grafts will survive under field conditions.

2. After class discussion and demonstration of the budding technique, each student will develop the skill to complete fifteen T-buds within a 60-minute period with 90% survival of buds under field conditions.

3. After class discussion and demonstration of making hardwood cuttings, each student will make twenty hardwood cuttings, treat with hormone, and plant with 80% of cuttings initiating roots.

4. After class discussion and demonstration of mound layering, each student in class will successfully mound layer five apple root stocks in the school nursery.

5. After class discussion and demonstration of the techniques involved in trench layering, each student in class will successfully trench layer five apple root stocks in school nursery.

BASIC ELECTRICITY - EVALUATION ITEMS

Objective

The student will be able to use a multimeter and VTVM to measure current, resistance, and electromotive force with an accuracy of ± 5%, 80% of the time.

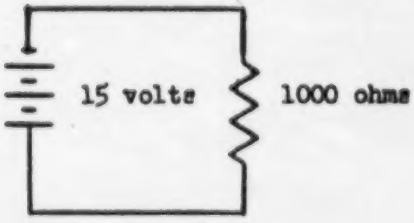
Test Item

Given: 1-Kilohm resistor
1-power source
1-VTVM
1-VOM multimeter

Measure: 1. The resistance of the resistor using the VOM. _____ohms

2. The resistance of the resistor using the VTVM. _____ohms.

Wire: Connect the following circuit and make the necessary measurements with the VOM.



E_T=_____Volts

I_t=_____Amperes

Using the power supply, place 20 volts across the circuit and measure the voltage with the VTVM.

E_T=_____Volts

For the circuit in which the 20 volts is impressed upon the circuit calculate the total current.

I_t=_____Amperes

Specific Objective: Organizes ideas in a coherent manner.

Test Item: How well does the speaker organize his ideas?

1	2	3	4	5
poor organization		fair organization	clear, coherent organization	

Specific Objective: Contributes worthwhile ideas to group discussion.

Test Item: How often does the pupil contribute worthwhile ideas to group discussion?

1	2	3	4	5
Never	Seldom	Occasionally	Fairly Often	Frequently

Objective: The student will be able to convert a resistor color code to resistance values of various resistors.

Test Item: Given are five resistor color codes, in the space to the right, write the numerical resistance values:

a.) blue, green violet, gold
b.) green, brown, violet, gold
c.) yellow, brown, orange, silver
d.) brown, blue, yellow, silver

Objective

The student will be able to calculate, construct, and test with instruments a series circuit problem which is assigned to an accuracy of ± 5%.

Test Item

Given: R_1= 1000-ohms
R_2= 1500-ohms
R_3= 3300-ohms

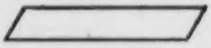
R_1, R_2, and R_3 are in series with the source voltage at 25 volts D.C. Calculate the following:

R_t= _____ E_2= _____

I_t= _____ E_3= _____

E_1= _____

Construct the circuit with the VOM connected as an ammeter (set to the appropriate range) and the source voltage adjusted to 25 volts D.C. Have this checked by the instructor.



Use the VTVM to measure:

E_1= _____

E_2= _____

E_3= _____

Record the value of the total current as shown on the VOM

I_t= _____

Objective

The student will be able to use the slide rule and scientific notation for division and multiplication problems.

Test Item

Using the slide rule, solve the following problems:

1. (20 Ma) (1 Kv) = _____ Watts

2. $\frac{300\ V}{1.5\ Ma}$ = _____ Ohms

3. $(3 \times 10\text{-}3)(4 \times 10^4)$ = _____

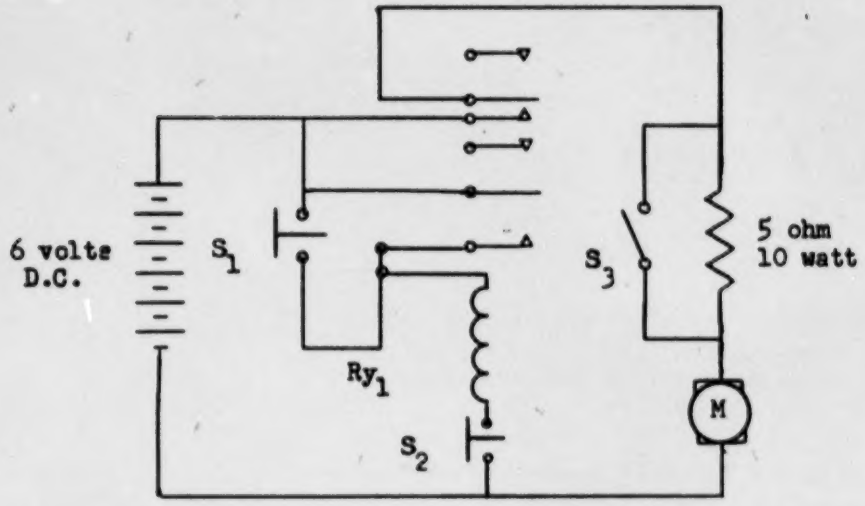
4. $\frac{1.55 \times 10^3}{45 \times 10_1}$ = _____

Objective

The student will be able to wire and test the circuit for a DC motor control problem which involves a motor, relays, switches, and resistors in 30 minutes.

Test Item

Connect the motor control circuit according to the schematic given below:



Have the instructor check the proper connection. ☐

Demonstrate to the instructor the following: ☐

Start Control ☐

Fast Control ☐

Slow Control ☐

Off Control ☐

Using the VTVM on the appropriate voltage range, determine the armature current on fast and slow speed settings:

I_{fast} ☐

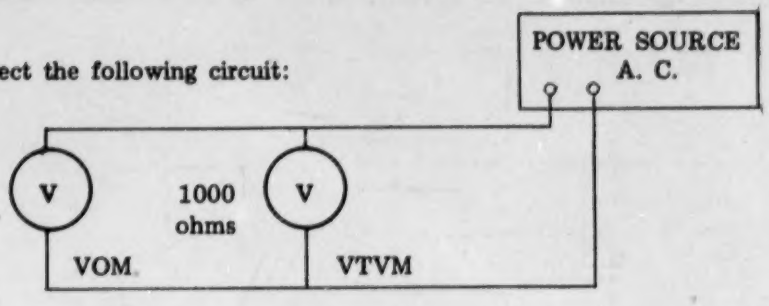
I_{slow} ☐

Objective

The student will be able to connect the multimeter and/or VTVM to measure the following AC voltages: (a) 6.3 volts, (b) 8.9 peak volts, and (c) 17 volts peak to peak, with an accuracy of ± 5%, 80% of the time.

Test Item

Connect the following circuit:



Set the source voltage to 6.3 volts on the VOM

a) Have the instructor check this setup.

b) What is the VTVM reading on the RMS scale? _____ E_{rms}

c) What is the VTVM reading on the P - P scale? _____ E_{p-p}

d) What is the peak voltage of this problem? _____ E_{peak}

BUSINESS AND OFFICE
EDUCATION-EVALUATION ITEMS

Objective

The student will type straight copy with 50% accuracy on an electric typewriter.

Test Item

Type the following material on an electric typewriter.

The beginning worker very soon knows that far more important than an excellent position is a good boss whose qualities and zeal make the worker do a better job than he cares to do.

One of youth's difficulties is to realize that there is not a substitute for work. It is prudent to fix the idea of work in our minds and to develop the major qualities which lead to doing good work.

A great man once proclaimed that we should be quite thankful if our job is harder than we like. He added that a razor cannot be sharpened on a piece of velvet. For example, a soft job cannot challenge anyone's ability.

Have you ever considered the question of what to do that will bring you maximum fame and fortune? Just pick any puzzling problem that cannot be solved too easily; then all you will have to do is investigate and discover an answer to the problem.

A smart employee learns that there is a better chance for advancement when he becomes dissatisfied with himself instead of with the job. It is quite easy to develop a lax attitude about one's job, but it takes a great deal of will power to criticize one's self.

In our quest for meaningful solutions to problems in this atomic age, we meet many kinds of tough situations. Do you realize that now, more than at any other time in history, the need of every man for a good job is not nearly so great as the need of exceptional men for some jobs?

Some individuals are quite interested in their typewriting progress because of grades. Still others feel that it is merely right to work well, and so they seize the chance to go ahead. Whatever your reasons are, just remember that hard work mixed with some self-confidence will help you a great deal.

Some questions have been raised regarding the errors we make in typewriting. There is a time when we should not be very much dejected about errors we make; namely, when we are pushing for higher speeds. At other times, errors should be analyzed so we may be able to do something about the ones that continue to exist.

Objective

The student will be able to locate malfunctions in an automobile lighting circuit within a time limit of 5 minutes for each malfunction.

Test Item

Locate the circuit that is not working properly; determine if it is caused by a short or by an open circuit.

Item No.	Circuit	Open	Short
1			
2			
3			
4			
5			

Objective

Upon completion of this unit, the student will be able to list five personal characteristics that make an effective telephone conversation.

Test Item

List five personal characteristics that make a good telephone conversation.

Objective

Upon completion of this unit, the student will be able to list ten desirable personal and working traits of a clerk-typist.

Test Item

List ten desirable personal and working traits of a clerk-typist.

Objective

Given a case problem, the student will compose and type a response to the case problem in an acceptable form in 40 minutes – typed with all errors corrected.

Test Item

Compose and type a response to the following case problem.

Assume you are employed with the Winthrop Publishing Company, 341 East Washington Street, Wheeling, West Virginia 26003. You are to write to the Meredith Paper Company, 2385 Baymiller Street, Hamilton, Ohio 45012, to secure 75 copies of their instruction pamphlet NEW SELLING TECHNIQUES, used to train salesmen in the latest sales methods. You wish to have these pamphlets by January 9, as you will be conducting a sales conference on January 10 – 13.

COOPERATIVE OCCUPATIONAL EDUCATION
EVALUATION ITEMS

Objectives

The student will acquire a positive community attitude which will be demonstrated by a willingness to participate in not less than one community activity during the school year.

Test Item

The student has participated in at least one community activity during the school year. Yes_____No_____

Objective

The student will acquire a positive occupational attitude which will be demonstrated by a willingness to be punctual on the job, follow and take orders, trustworthiness, honesty, and the ability to meet people.

Test Item

Rate the student employee on the following characteristics:

Punctuality
1 2 3 4 5

Follows and takes orders
1 2 3 4 5

Honesty
1 2 3 4 5

Ability to meet people
1 2 3 4 5

Poor	Below Average	Average	Above Average	Excellent

Objective

Upon completion of this unit, the student will be able to list ten items indicating a well-groomed person.

Test Item

List ten items that indicate a well-groomed person.

DISTRIBUTIVE EDUCATION
EVALUATION ITEMS

Objective

The student will learn the basic principles of distribution and marketing as evidenced by listing those principles at a 70% accuracy based on existing grading scales used in the Distributive Education Program.

Test Item

List the basic principles of distribution and marketing.

Objective

Through the use of the students personal information the student will complete a letter of application and a resume, comprised of all the correct steps with 100% accuracy.

Test Item

Write a letter of application.
Complete a resume.

Objective

Given a job application form, the student will fill it out within 100% accuracy.

Test Item

Fill out a job application for the XZY company.

Objective

The student will conduct a job interview with an employer to the interviewers expectations as indicated on a rating form.

Test Item

1	2	3
Above Average	Average	Below Average

Objective

Given a product, the student will sell the product to a customer, using the principles of sales, within 10 minutes.

Test Item

Sell the item of merchandise.

Correct approach to the customer

1	2	3	4	5
Poor	Below Average	Average	Above Average	Excellent

Objective

Upon the completion of the sales unit, the student will identify by preparing a list of the principles of salesmanship with 70% accuracy.

Test Item

List the principles of salesmanship

Objective

Given a product, the student will construct a merchandise display, using the basic principles of display, within one hour.

Test Item

Construct a merchandise display within one hour.

Objective

Upon completion of the display unit, the student will identify by preparing a list of the principles of display within 70% accuracy.

Test Item

List the principles of display.

Objective

Given the information of a product, the student will develop an advertising layout using the correct principles on newspaper layout sheet.

HOME ECONOMICS
EVALUATION ITEMS

Objectives

Seventy-five percent of the students will be able to classify foods into the basic four groups, list the basic nutrients, the basic function of each, and examples of foods for each.

Test Item

On the following chart, list the four basic food groups. Under each food group, place the foods from this list below which belong to that group:

Group I	Group II	Group III	Group IV

Foods:

Milk	Wheaties	Muffins
Hamburger meat	Carrots	Ice Cream
Butter	Apples	Eggs
Soybeans	Peanut butter	Orange juice
Green beans	Fish sticks	Noodles
	Pancakes	Watermelon

Test Item

List the five basic nutrients and describe the basic functions of each. Give examples of two foods that are primary sources of each nutrient.

Test Item

Develop an advertising layout for a newspaper of a particular item of merchandise.

Objective

Upon completion of the advertising unit, the student will identify by preparing a list of the principles of advertising and ad layout with 70% accuracy.

Test Item

List the principles of advertising.

Objective

The student will demonstrate a positive attitude, subject to an evaluation by the employer and coordinator, in the following areas on a performance form:

Grooming
Attention and punctuality
Dependability
Cooperation
Progress on the job

Test Item

Rating of students in the following areas:

Grooming

1	2	3	4	5
Needs Improvement	Below Average	Average	Above Average	Excellent

Attention and Punctuality

1 2 3 4 5

Dependability

1 2 3 4 5

Cooperation

1 2 3 4 5

Progress on the job

1 2 3 4 5

MECHANICAL DRAWING I
EVALUATION ITEMS

Objective

Through the use of lettering exercise and lettering on various plates and drawings, the student will develop the necessary skills required for vertical and inclined single-stroke lettering as required for industrial standard for job entry.

Test Item

Lay out and complete five (5) full alphabets and five (5) numeral series 0 through 9 and the statement "THIS COURSE IS AN ABSOLUTE BLAST," in one class period (55 minutes). All lettering is to be ¼" vertical single stroke with 1/8" space between lines. Prepare standard plate on 8½ x 11" centerwork and use standard heading. Plates will be scored on layout, correctness of lettering, and general appearance.

Objective

Through the use of class exercise, the student will develop geometrical forms and conceptualize the utilization of these forms in commonly manufactured items.

Test Item

Using a compass, straight edge, scale, pencil, and paper, construct a regular pentagon in a 2½" circle.

Objective

Through the use of orthographic projection and isometric views, the student will be able to visualize and describe the shape of objects in the manner required for/by industry.

Test Items

Given a model, scale the dimensions, select the best faces to represent the three (3) standard views, and select a scale that will allow the model to be drawn on a 8½ x 11" plate using orthographic projections. Scale to 1/32" accuracy. The drawing is to be fully dimensioned. The accuracy of the drawing is to conform to automotive class 2. The drawing time is to be one hundred and ten (110) minutes. The drawings will be evaluated on:

a.) layout
b.) lineweights
c.) lettering
d.) accuracy
e.) heading

Objective

Given a sewing machine, each student will operate the machine and construct an acceptable garment as judged by a rating sheet.

Test Item

Each garment will be rated according to the following rating sheet:

	Student Rating					Instructor* Rating				
	1	2	3	4	5	1	2	3	4	5
Seams										
1. Straight stitching										
2. Regulation 5/8"										
3. Finished appropriately										
Zipper										
1. Slide and teeth covered										
2. Straight stitching										
3. Method applicable to garment										
4. Zipper and thread color appropriate										
Fasteners										
1. Neat										
2. Well-selected										
3. Well-made (if applicable)										
Sleeves										
1. Fit										
2. Armseye smooth										
3. Clipped and trimmed										
General appearance										
1. On grain										
2. Garment suitable for girl										
3. Pressed										
4. Clean										
5. Fabric suited to pattern										
Hems										
1. Correct method of hemming for garment										
2. Correct width of hem for garment										

*Grade on garment: 1-poor rating; 2-below average; 3-average; 4-above average; 5-excellent.

VOCATIONAL AGRICULTURE
EVALUATION ITEMS

Objective

Students will have developed the ability to work with hand tools by constructing a nail box with basic hand tools and by receiving a B grade on the project (based on quality).

Test Item

Given a 1 x 12 piece of pine, with appropriate tools build and paint a nail box according to working drawing in five periods of shop time.

Objective

Students will have up-graded their farm mechanics skills by writing electrical circuits and switches as evidenced by practical mechanical tests.

Test Item

Given an electrical board, the student will correctly wire a 3-way switch in a time limit of 5 minutes.

WORK EXPERIENCE STUDY
EVALUATION ITEMS

Objective

Given a topic of his choice, each student will be able to speak before the class for two minutes.

Test Item

Present a two-minute speech on a topic of your choosing.

1	2	3
Poor	Average	Good

Objective

Given a newspaper, each student will be able to discuss the headline. Through a rating scale, each student will be able to rate his ability to read and comprehend the importance of the headline.

Test Item

Given a presentation on a newspaper article.

1	2	3	4	5
Doesn't Understand	Uncertain	Marginal	Progressing	Understanding

Objective

With the use of a tape recorder, each student will be asked to speak for one minute on a topic of his choosing.

Test Item

Secure a tape recorder and timer from the file and insert the cartridge in the recorder. Set the timer for one (1) minute and speak until the timer sounds.

1	2	3
Poor	Average	Good

Objective

Given a phone number, each student will be able to dial and complete a call.

Test Item

Dial the following number: 527-3990

Test Item

Write a short story of no more than three (3) paragraphs on your favorite sport or personality.

Objective

Given an application form, each student will be able to fill out an application following the directions listed on the form.

Test Item

Fill out the application form being sure to follow all the directions.

Objective

Using a basic letter form, each student will be able to write a business letter and a letter of application.

Test Item

Read the five (5) want ads, choose (1) want ad and write a letter of application in applying for the job.

Objective

Given a number of magazines and periodicals, each student will be able to read articles pertaining to their interests and answer five questions in the article with 80% accuracy.

Test Item

Choose an article from the enclosed list. After reading the article, answer the following questions and define three (3) of the five (5) words:

1. Name of the article
2. Name the people involved
3. What was the article about?
4. Was it happy, sad, or mysterious?
5. What did you like about the story?

Objective

Given a tape recording of a student's speech, the listener will be asked to listen and list the major theme of the discussion.

Test Item

Obtain the tape recorder and secure the tape on the story from the Readers' Digest. Listen to the tape and answer the four (4) questions on the sheet provided:

1. Name
2. Place
3. What happened?
4. Did you enjoy the story?

Objective

Given a list of three detailed instructions, each student will be able to carry out the instructions.

Test Item

Follow the following directions:

1. Go to the high school office.
2. Obtain a pass to go to Star Merchandise
3. Go to the store and pick up an order

Objective

Each student will be able to describe a story, record, film, or T.V. program by writing a short summary or reporting orally.

Test Item

Select a story, record, film or T.V. program and answer the following questions.

1. Title?
2. People?
3. Place?
4. What was it about?
5. Did you enjoy the story?

Objective

Given a topic of his choosing, each student will be able to write a simple sentence consisting of a subject, verb, and object.

Each student will be able to write a complete paragraph using a topic sentence.

Objectives

Using a newspaper article, each student will be able to answer five questions pertaining to the article with 80% accuracy.

Test Item

Choose a newspaper article and answer the five (5) questions:

1. Name of the article
2. Name or names of the people involved
3. Was it happy, sad, or mysterious?
4. What was the article about?
5. What did you like about the story?

Objective

Using the dictionary, each student will be able to give the definition to ten words with 90% accuracy.

Test Item

Define the following ten (10) words by using the dictionary.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Objective

Given a selected paragraph, each student will be able to use word attack skills in reading the paragraph.

Test Item

Read the following paragraph - copy the underlined words and define them from context and mark the syllables.